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AUTHOR	McLaughlin, Pamela, Comp.
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ABSTRACT

Annotations are provided for the 14 selected journal articles and 3 ERIC documents on interactive video listed in this bibliography. Areas covered include videodisc technology, applications of interactive video, system design, videodisc system selection, and findings of research on the effectiveness of interactive video. (MES)

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INFORMATION RESOURCES ON. . .

INTERACTIVE VIDEO

February 1987

Citations in this bibliography were selected from the Educational Resources Information Center (ERIC) indexes Current Index to Journals in Education (CIJE) and Resources in Education (RIE).

February 1987 Compiled by Pamela McLaughlin

Allan, David M. E. (1986, July). The rationale for the interactive videodisc in continuing education. MOBIUS, 6(3), 37-42. (Available UMI: EJ 337 110)

This article defines the place that the videodisc can assume in health science education, particularly in light of the explosion of information and technology, the better understanding of adult professional learning, the era of cost containment, and the need for educational methods and technology to address areas other than the dissemination of information.

Bartoli, Claire; And Others. (1986, August). Developing interactive video resource materials for community dental health. Collegiate Microcomputer, 4(3), 211-20. (Available UMI: EJ 342 891)

Describes the creation of a series of interactive video modules on dental hygiene at Luzerne County Community College. These modules are intended to supplement instruction in a community dentistry and health education course and to guide students in an assignment to develop and implement dental health projects in their community.

Bosco, James. (1986, May). An analysis of evaluations of interactive video. Educational Technology, 26(5), 7-17. (Available UMI: EJ 336 299)

This analysis of the evaluation literature on interactive video describes nature of the evaluations, reviews information on the effectiveness of interactive video, and discusses what the evaluations offer for improvement of interactive video design and use. Implications of these evaluations for the conduct of future studies are noted.

Bove, Robert. (1986, August). Video training: The state of the industry. Training and Development Journal, 40(8), 27-29. (Available UMI: EJ 338 484)

Discusses the videodisc market, its popularity in health care training, internally generated videodisc software, interactive computer-based training, interrupted video, advantages of interactive video, do-it-yourself video training, individualized interaction, video's impact on traditional education, and video's future. (CT)

Braden, Roberts A. (1986, May). Visuals for interactive video: Images for a new technology (with some guidelines). Educational Technology, 26(5), 18-23. (Available UMI: EJ 336 300)

Reviews relevant features for interactive video images of the four primary technologies that merge to intertwine themselves in interactive video (computers, television, instructional design, visual design); outlines critical structural elements of interactive video; and presents guidelines for creating interactive video images.

Brandt, Richard. (1986). Interactive video: When to consider its use. (EDRS No. ED 272 174).

This paper describes some applications in which interactive video is being used, demonstrates why it is being used, and proposes some rules to help determine when interactive video should be considered as an instructional delivery system.

Brodeur, Doris. (1986, Winter). Interactive video in elementary and secondary education. Illinois School Research and Development, 22(2), 52-59. (Available UMI: EJ 331 116)

Raises several major concerns of educators in the adoption of interactive video for instructional purposes. Identifies a number of useful sources of information for those who want to address these concerns.

Browning, Philip; And Others. (1986, June). Interactive video in the classroom: A field study. Education and Training of the Mentally Retarded, 21(2), 85-92. (Available UMI: EJ 341 360)

The effectiveness of interactive video in teaching the skill of asking for help was evaluated with 116 secondary-aged mildly (105) and moderately (11) mentally retarded students taught the eight-lesson interactive video sequence. Comparison of pre- and post-tests of both knowledge and application showed positive effects of the curriculum.

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Burrows, Paul E.; And Others. (1986, January). Vital lessons learned designing interactive lessons in algebra: Close observations of lesson users provide clues to program design. E-ITV, 18(1), 21-23,25. (Available UMI: EJ 334 775)

Describes design, implementation, and evaluation of an interactive video lesson in preparatory algebra based on Gagne's instructional design principles, which was developed at the University of Utah. Highlights include learning objectives; program design elements, particularly use of reference files; areas addressed in formative evaluation; and student and evaluator reactions.

Dechler, David, and Gay, Geraldine. (1986). Educational Strategies for interactive videodisc design. (EDRS No. ED 272 137)

This paper discusses various educational strategies for interactive videodisc design that were derived through scanning, synthesizing, and simplifying implications from a wide variety of learning theories.

Helgerson, Linda W. (1986, September). What to focus on when selecting a videodisc system. Performance and Instruction, 25(7), 6-10. (Available UMI: EJ 342 884)

Discusses incremental decisions that need to be made when selecting a videodisc system and presents guidelines for moving through the learning and decision-making process.

Jones, Christopher F. G. (1986, May). The need for interactive video in the education of the deaf. Programmed Learning and Educational Technology, 23(2), 156-58. (Available UMI: EJ 340 324).

The fundamental link between language and action is the rationale behind the design of four interactive video programs intended to teach deaf children verb tenses, literacy, and reading comprehension, and to teach hearing parents of deaf children to use British Sign Language. The four interactive video programs are described.

Krendl, Kathy A.; And Others. (1986, Summer). Assessing new instructional technologies: Interactive video learning tools. Spectrum, 4(3), 3-7. (Available UMI: EJ 341 140)

Two critical factors affect the adoption of new educational technologies: (1) whether the organizational structure of the existing media in education is highly integrated, and (2) whether the existing organizational structure will allow the new technologies to fit.

Leonard, William H. (1986). Development of high-technology science instruction: A case history of an interactive videodisc system. (EDRS No. ED 267 989)

Describes the development of both the instrumentation and the software of an emerging, high-technology system used for science instruction.

Ulmer, Dale. (1986, March-April). Interactive video for the electronics age. Workplace Education, 4(3), 6-7. (Available UMI: EJ 333 849)

Describes an interactive electronics training system, created by the College of San Mateo in cooperation with the Wisconsin Foundation for Vocational, Technical, and Adult Education which teaches the following courses: DC Electronics, Semiconductor Devices, and Digital Electronics. Other examples of interactive video are cited.

Webb, Susan. (1985, December). The stages in the development of a prototype CALI using interactive video. CALICO Journal, 3(2), 38-40. (Avail. UMI: EJ 340 159)

Outlines the steps taken in developing and using computer-based instruction with interactive videodisc material in a language class. The goal of this particular project was to develop a series of listening comprehension activities in Spanish using 30 minutes of Level 2 Interagency Language Roundtable videodisc material.

Zeigler, Timothy W. (1986, Winter). Learning technology with the interactive videodisc. Journal of Studies in Technical Careers, 8(1), 53-60. (Available UMI: EJ 340 828)

Examines the applications, costs, and benefits of interactive videodiscs, in particular the ACTIONCODE system, as an effective medium for individualized instruction. States that the medium can be used in both technical and nontechnical areas allowing for varied applications in educational and industrial settings.